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Distinguished Leadership Practices: Assignment #2

November 29, 2011

Part I:

**2.1 Assessing Professional Learning Teams at Roanoke Rapids High School**

Roanoke Rapids High School has been implementing the Professional Learning Communities for the past three years. The administration team attends CASA meetings and examines the CASA forms to ensure all struggling students are placed on the Pyramid of Intervention (POI).

Part II:

**Section I: Focus on Learning**

As an English Departmental Team, we identified essential learning outcomes for our students. Each team utilizes the CASA and ISPA process to focus on the instructional process on a weekly basis. The Instructional teams at RRHS meet weekly: to plan instruction, create common assessments to be given twice per nine weeks, analyze assessment results and other student data, create target list of students needing interventions, compare instructional practices and update PEP’s cased on student learning outcomes. There is a plan for consistency in the PEP process creation, with a stipulation of every student with less than a 76 average at the midpoint of the grading period must have a Personalized Learning Plan created, make contact with parents to discuss student progress, and teachers complete the Counselors Watch List form with student information.

As a PLC, we believe that all students will be successful and master the essential learning outcomes targeted. We are dedicated to increasing student achievement, as specified in our School Improvement Plan. We use results from CFA’s (Common Formative Assessments) and class grades to drive our instructional practices and plans. Team focused planning is in place and are in the establishing rubrics for grading practices, which will provide more consistency for our students. As a PLC, we are focused on the school’s current reality and encompass SMART goals based on our School Improvement Plans goals which we are working towards meeting targeted achievements.

**Section II: Collaborative Culture: Team Process**

We are organized in content specific learning teams, which set aside specific times we come together each week to engage in conversations about instructional strategies, student achievement, intervention techniques and how we can help all student master skills. When we began our PLC’s we developed team norms and roles to clarify what we will do each time we meet as a team. We follow the set procedures each week that we developed. In our PLC, our decision making process begins with honest discuss about topics, we brain-storm, discuss problems, identify crucial areas of concern, and we decide how to target next steps through group consensus.

In our PLC team, we are open and honest in our discussions of focal point, which is how to help our students learn and master targeted skills. We share instructional strategies, discuss relationships between teacher- student and how we can make our team even more functional through effective collaboration. In matters of conflict, our PLC listens to the ideas and concerns of others and respectively agrees to disagree on various matters.

Our SLT requires school wide collaborative planning and interventions on a weekly basis. This time is built into the school’s master schedule. However, we are able to decide the time and day of our PLC meetings. As a PLC, we document and monitor our PLC meetings using the CASA/ISPA forms. We take minutes from the Collaborative planning and document interventions that will serve as formative assessments for students. As a PLC, we have a systematic plan to gather evidence about instructional practices and impact on student learning. We are required to turn our CASA/ISPA forms into the office each week to track implementation of strategies.

As with all evidence, the final formative data will be assessed using EOC score results each semester and the graduation rate will provide our summative data. The goal for RRHS for the 2012 school year for student achievement and graduation rate is:

**RRHS Reality/SMART Goal**

**The graduation rate will increase by 2% from end of school year to the next school year.**

**RRHS will increase academic achievement to the state average in all areas measured by the EOC.**

**English 82.4%**

**Algebra I 77.8%**

**Section III: Instructional Strategies and Intervention**

The English I PLC, we aligned our essential outcomes with instructional practices. This is outlined within our planning each week. In our PLC, we discuss and model examples of quality work so we can provide our students with good examples of products we want them to create to demonstrate mastery of a skill. In our PLC, we discuss multiple intelligences allowing students various opportunities to learn materials.

In our PLC, we often struggle with interventions for improving weak areas for students not mastering objectives. We use the school wide intervention Pyramid of Intervention. In our school all students that have a 76 average or below are required to have a Personalized Educational Plan written, which documents the interventions that will allow various learning opportunities in the upcoming weeks. We work closely to determine the next learning cycle for all students. We look at common assessments to identify mastery objectives that need to be re-taught and enrichment students. Our common formative assessments also, help us determine which instructional strategies are effective and ineffective. Strong learning goals and formative assessments help guide teaching and learning.

**Section IV: Impact**

We trust each other in our Professional Learning Community. We are better teachers because we gather information from our students. We work to ensure high quality teaching, learning and student engagement are noted in each classroom. We feel that our students learn more due to the constant collaboration, comparing of lessons, and sharing of new innovative project ideas.

**Section V: Support/Resource Allocation**

We meet weekly on Monday in our PLC. The length is typically more than an hour. However, some PLC groups within the school meet for less than an hour. Most meetings are held during a common planning period. Administrators monitor the meetings to ensure quality planning, evidence of high quality teaching strategies, and a strong relationship between student learning goals and formative assessments in the CASA/IPSA meetings. The CASA meetings are were we (teachers) analyze data, revisit assessments and identify areas of students needs.

**PLC Concerns:**

There are no celebrations for meeting targeted goals and no feedback given to teachers on the CASA/IPSA forms turned in each week.

**Part III**

We created a teacher survey based on five questions from the teacher working condition survey. There will be a staff meeting next week to discuss the outcome. This survey focused on Instructional Time and Shared Vision. Meeting is planned for December 5, 2011.

**Assignment 2.2: NC Teacher Working Conditions Survey Drill-Down**

**Reflecting and Selecting**

|  |  |
| --- | --- |
| **Questions** | **Reflections** |
| 1.In what constructs did your school have the most positive working conditions? | Facilities & Resources  School Leadership  Managing Student Conduct  Teacher Leadership |
| 2.What are some possible reasons for this? | When I arrived at RRHS the school had been through several school administrators. Whe we arrived there was no indication of school culture or spirit at the school. The first project was to have the school colors displayed throughout the school. We voted on the middion |
| 3. Are there any constructs of focus areas in which your school’s results are significantly different than the district or level? | Professional Development  Time |
| Are any of the areas surprisingly negative? | **NO** |
| Are those areas of dissatisfaction unique to your school or is this an area of concern for all schools within the district? | **n/a** |
| Are there multiple areas of dissatisfaction that may be related toe ach other? If so, can you identify the root causes that may be driving dissatisfaction across multiple areas? | **n/a** |
| 4. Do you have a personal interest in examining a particular area more carefully? | **School Vision** |
| 5. Is there an area your school has already targeted for reflection and reform? | **School Vision and Instructional Time** |

**Assignment 2.3: Personal Reflection on Human Resource Leadership**

**Human Resource Leadership**

Summary: School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place that results in the recruitment, induction, support, evaluation, development and retention of a high performing staff. The school executive must engage and empower accomplished teachers in a distributive leadership manner, including support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluation of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career path and support district succession planning.

**We embrace explicitly the proposition that effective practice and popular practice are very likely two different things.**

**-Douglas Reeves**

**My Personal Human Resource Story**

**I realized the importance of human resource and its power one afternoon in October. This particular day, a student showed up at my office door. I opened the door and let her in, thinking she was sent by a teacher with a referral. Immediately, thereafter, I learned that she was failing her Biology class and was desperately seeking help with an upcoming assignment. She needed this project to improve her current grade in the class. She wanted to make a 3-D figure to represent an Animal Cell, but she did not have the materials. It was the last day and she did not know what to do. We talked and I decided to purchase the materials for her. I encouraged her to talk with her teacher and let her know the situation. I spoke with another teacher to make arrangements for the student to use his classroom the next morning. I brought her materials she made her Animal Cell. It was a beautiful cake. Later, that day she came back to me and said she passed with a 100, therefore she would get a “B” in the class. The teacher was very appreciative-she told me she didn’t know what to do to help her. But she learned from this situation.**

As an instructional leader focused on improving teaching and learning, Human Resource Leadership is a key element in developing successful schools with the center of attention on teaching and learning. Developing purposeful methods to involve school personnel in conversations about career paths and support district progression planning at the school level.

The implementation of professional learning communities is a powerful form of teacher learning because it allows teachers to spend time looking at teaching and learning, and discussing how instructional practices were effective for student learning. Providing this structure in schools with an alignment with the schools improvement plan, focused results, and defining collective responsibility for instructional planning and preparing students for 21st century learning practices.

As an inspiring school leader, it is important that I focus on developing a seismic shift from teaching students to teaching students to learn. In my current position, to receive the “Distinguished” level of performance I will continue to work with school leaders to ensure professional development within the school is focused on curricular, instructional, and assessment needs of the school. I continue to participate and provide professional development focused on improving instructional practices at a school wide level, as well as individual staff member’s needs.

To enhance my current skills in recruiting, hiring, and mentoring of staff members I will continue to understand the needs of staff, continue to work to ensure that evaluation results are analyzed and utilize results to meet the needs of the school and its future endeavors.